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ABSTRACT

A kit of modular, programmed materials was used in two Typing 11 classes at Templeton Secondary School. With these two classes as the experimental group and one Typing 11 class as a control group using a standard approach, a set of tests was given to compare gains or losses over a three-month period. Two students from each of the three classes were interviewed by a recognized authority in Commercial Education. The test results indicated that significant gains were made on the following sections of the Typing Achievement Test: Memorandum and Total Score. For these two, the difference was in favor of the control group. No significant differences were evident for spelling, grammar, speed-typing, invoice typing, tabulation typing, typing letters from handwritten copy, or manuscript typing from revised copy. There were no differences between students in the experimental group and those in the control group that the interviewer could attribute to the modular system of typing, but the students were enthusiastic about the different approach. (Author)

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RESEARCH REPORT

An Evaluation of a Modular System of Typing, Templeton Secondary School, 1972

July, 1972

Katherine J. Gilbert

Research Report 72-21

Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
Vancouver 9, B. C.

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AN EVALUATION OF A MODULAR SYSTEM OF TYPING, TEMPLETON SECONDARY SCHOOL, 1972

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ACKNOWLEDGMENTS

Grateful acknowledgment is extended to Miss G. Andruss, teacher of Typing 11 classes and Head of the Commerce Department, for conducting the "Modular System of Typing 75" at Templeton Secondary School and for administering the evaluative instruments.

The writer wishes to thank Professor R. H. Heywood of the University of British Columbia Faculty of Commerce and Business Administration for interviewing the students.

AN EVALUATION OF A MODULAR SYSTEM OF TYPING, TEMPLETON SECONDARY SCHOOL, 1972

Abstract

A kit* of modular, programmed materials was used in two Typing 11 classes at Templeton Secondary School. With these two classes as the experimental group and one Typing 11 class as a control group using a standard approach, a set of tests was given to compare gains or losses over a three-month period. Two students from each of the three classes were interviewed by a recognized authority in Commercial Education.

The test results indicated that significant gains were made on the following sections of the Typing Achievement Test: Memorandum and Total Score. For these two,the difference was in favour of the control group. No significant differences were evident for spelling, grammar, speed-typing, invoice typing, tabulation typing, typing letters from handwritten copy, or manuscript typing from revised copy.

There were no differences between students in the experimental group and those in the control group that the interviewer could attribute to the modular system of typing, but the students were enthusiastic about the different approach.

*Lloyd, Rowe and Winger "Typing 75 - Modular System" (McGraw-Hill)

AN EVALUATION OF A MODULAR SYSTEM OF TYPING, TEMPLETON SECONDARY SCHOOL, 1972

Introduction

The study of a modular system[1] of typing was initiated by a teacher of Typing 11 classes at Templeton Secondary School. It was her desire to use a pre-packaged kit of materials in a controlled experiment. The kit, called Modular System 75, consisted of work guides, proof guides, remedial aids, and tape cassettes, for use at each of four levels of competence. The students started using the modular system in March 1972 and used it until the end of the school year.

Evaluation Design

Two Typing 11 classes (56 students) used the programmed approach and one class of 30 students used a standard textbook and approach. Pre- and post-tests were administered to monitor achievement in spelling, grammar, and various typewriting skills.

To supplement the information from the tests, Professor R. H. Heywood, of the University of British Columbia Faculty of Commerce and Business Administration, conducted interviews of six randomly selected students (two from each class). He made comparative ratings of the students and reported student reactions to the experimental program.

Test Results

Students took two different types of spelling tests: one in which they were to decide if a printed word was spelled correctly (the Language Usage-Spelling subtest of the Differential Aptitude Test[2]), and one in which they had to typewrite a word that was dictated to them by the teacher. Students also completed the Language Usage-Grammar subtest of the Differential Aptitude Test.

Both forms of the Typing Achievement Test were designed by the teacher and the writer. They included tests of typing speed, invoice typing, tabulation typing, typing letters from handwritten copy, typing manuscripts and memoranda from revised copy. Both forms of the test are presented in the Appendix.

[1] Lloyd, Rowe and Winger, "Typing 75 - Modular System". Four kits: Basic, Advanced, Expert and Professional. Each kit or module contains an instructional text and work guides. The instructional text consists of 75 lessons of typing instruction. These materials are published by McGraw-Hill.

[2] The Differential Aptitude Test was published by the Psychological Corporation, New York, in 1966. Form L was used as the pre-test and Form M as the post-test.

Percentage scores were calculated for each subtest of the Typing Achievement Test. The mean percentages are presented in Table I together with the mean scores on the spelling and grammar tests.

TABLE I: MEAN SCORES FOR THE CONTROL AND EXPERIMENTAL GROUPS [3]

Test	Control Group			Experimental Group		
	N	Pre-Test	Post-Test	N	Pre-Test	Post-Test
Dictated Spelling	30	17.03	18.30	54	17.59	19.24
Differential Aptitude Test						
Spelling	30	73.93	75.23	51	75.12	76.08
Grammar	30	29.10	28.30	52	27.54	28.60
Typing Achievement Test						
Speed	26	30.81	38.81	51	32.04	37.08
Invoice #1	25	93.36	90.56	51	94.43	94.75
Invoice #2	15	41.13	59.40	9	74.67	86.11
Tabulation #1	27	91.89	96.33	39	94.41	94.85
Tabulation #2	4	69.50	85.25	16	59.69	72.06
Letter #1	26	79.92	92.38	53	79.96	95.15
Letter #2	8	41.75	44.25	24	32.00	43.54
Manuscript	28	78.04	78.75	51	83.92	75.63
Memorandum	26	75.35	90.77	49	86.18	88.92
Total Score	29	46.00	55.90	55	50.65	54.75

[3] The mean scores were calculated from the scores of students who were administered both pre- and post-tests. Students who missed a particular pre- or post-test were not included in the research sample.

Differences between pre- and post-test scores were calculated and "t"-tests carried out for each subtest to determine if either group performed significantly better than the other. These results are presented in Table II.

TABLE II: ANALYSIS BY "t"-TEST OF DIFFERENCES BETWEEN PRE- AND POST-TEST SCORES FOR THE CONTROL AND EXPERIMENTAL GROUPS [4]

	Sample Size	Mean Difference Between Pre- and Post Scores	Difference Between Means for Control and Experimental Groups	"t" Values
Dictated Spelling - Control	30	1.27	+0.38	0.54
Experimental	54	1.65		(n. s. d.)
Differential Aptitude Test				
Spelling - Control	30	1.30	-0.34	0.23
Experimental	51	0.96		(n. s. d.)
Grammar - Control	30	- 0.80	+1.86	1.45
Experimental	52	1.06		(n. s. d.)
Typing Achievement Test				
Speed - Control	26	8.0	-2.96	1.67
Experimental	51	5.04		(n. s. d.)
Invoice #1 - Control	25	- 2.80	+3.11	1.54
Experimental	51	0.31		(n. s. d.)
Invoice #2 - Control	15	18.27	-6.83	0.56
Experimental	9	11.44		(n. s. d.)
Tabulation #1 - Control	27	4.44	-4.00	1.24
Experimental	39	0.44		(n. s. d.)
Tabulation #2 - Control	4	15.75	-3.38	0.28
Experimental	16	12.37		(n. s. d.)
Letter #1 - Control	26	12.46	+2.73	1.24
Experimental	53	15.19		(n. s. d.)
Letter #2 - Control	8	2.50	+9.04	0.71
Experimental	24	11.54		(n. s. d.)
Manuscript - Control	28	0.71	-9.00	1.65
Experimental	51	- 8.29		(n. s. d.)
Memorandum - Control	26	15.42	-12.68	2.63**
Experimental	49	2.74		
Total Score - Control	29	9.90	-5.80	2.19*
Experimental	55	4.10		

Legend: * - Significant difference at the α = 0.05 level.
** - Significant difference at the α = 0.02 level.
(n. s. d.) - No significant difference

[4] For the application of the "t"-test the scores were included only for students who

These results indicate that, for almost every subtest, there was no significant difference between the gains or losses made by the experimental group and those of the control group. In only two cases, Memorandum and Total Score, were there statistically significant differences between the groups. For each of these two cases the control group showed greater improvement.

There are two points which should be noted about these test results. First, the time between pre-test and post-test was short, so the experimental group was handicapped by the fact that they had to accustom themselves to a different approach to typing. The second point is that the scores on both the pre-test and post-tests were widely dispersed which makes real differences between means more difficult to detect.

Interview Results

Six students were selected at random from both groups. They were rated by the interviewer on general appearance, attitudes, their ability to express ideas and their enthusiasm for the experiment. The ratings are shown below.

TABLE III: COMPARATIVE RATINGS OF STUDENTS INTERVIEWED

	Experimental Group				Control Group	
	1	2	3	4	1	2
General appearance	C	A	A	A	B	A
Attitudes	B	A	A	A	B	A
Ability to express ideas	C	B	A	B	C	B
Enthusiasm for experiment	B	B	A	A	-	-

All of the girls interviewed liked their typewriting classes, particularly the practical aspects of it. They recognized the necessity for acquiring competence in problem typing as well as straight copy. In all three classes, 15 - 20 minutes per class hour was spent on teacher-dictated drills aimed at maintenance of correct technique and improvement of spelling and vocabulary skills. All of the girls felt this was essential, though not always enjoyable. Two girls in the experimental group felt that the drills helped keep the class working together. Two felt that the vocabulary work was often redundant. They agreed that vocabulary study would be more productive if it followed a diagnostic test, and was adjusted to individual levels.

Two students said that the written instructions for students in the modular package lacked clarity. They both felt that the package helped them to work independently and to prepare for the time when they would be "on their own".

(It was felt that these two girls were the most aggressive of the six who were interviewed.)

There was no noticeable difference in attitudes between the four students in the experimental group and the two from the control group that could reasonably by attributed to the experimental program.

All four of the students on the experimental program appreciated the school offering choices and felt that they had profited from the change. Neither girl on the traditional program felt deprived and neither felt her work had suffered from having the traditional approach.

Summary

Due to the short span of time that the modular package was in use, the changes that occurred were often too small to have been noticed or to have been significant. There were, however, significant differences between the control and experimental groups in the gains made on the memorandum, and in total score of the Typing Achievement Test, both of which favoured the control group. There were no other differences that were statistically significant.

It was felt by the interviewer that the differences between control and experimental group students were small. The students were rated average or better on their general appearance, attitudes, ability to express ideas and enthusiasm for the experiment. The students in the experimental group received slightly higher ratings, but since only six students were interviewed, no conclusion can be drawn.

The classroom teacher felt stenographic competency requires more typewriting skills; specifically, abilities in reading, spelling, syllabication, following directions, and listening. These skills were emphasized both in the modular package and in the traditional approach, but the test results indicated that students were still poor in these areas.

Several suggestions were made to improve the modular system and its use; viz.,

1. Provide written instructions that are more easily understood.
2. Develop a more extensive and individualized study program for vocabulary.
3. Emphasize other skills involved in becoming a competent typist.

APPENDIX A

TYPING ACHIEVEMENT TEST

Form 1

TYPING ACHIEVEMENT TEST

Part I - Straight-Copy Typing

Directions for Warm-up Practice

Adjust your machine as follows: SET MARGIN STOPS for a 60-space line (for elite typewriters set the margins at 20 and 85). SET ONE TAB STOP for a 5-space paragraph indentation. SET THE SPACING at single. TYPE the following three practice lines two or three times, or until you are told to stop.

I am to go to work for the audit firm by the eighth of May.
The very next question emphasized the growing lack of jobs.
If you add 10, 28, 39, 47, and 56, the total should be 180.

Directions for Part I

This part of the test calls for typing for 5 minutes the straight-copy that accompanies this page.

Insert in your typewriter a sheet of paper and type across the top "Straight-Copy Test Paper", your name and your section number. Advance the paper so that you will start typing about 1-1/2 inches from the top and indent for the first paragraph.

Change your spacing from single to double. Make sure that your margin stops are set for a 60-space line, and that a tab stop is set for a 5-space paragraph indentation.

When you are told to begin, copy the material provided. Listen for the signal bell of your machine; you will not be able to copy line for line. Indent each paragraph 5 spaces. Do as much of the passage as you can within the time allowed. If you reach the asterisk (*) in the printed copy before time is up, turn your paper over and continue typing on the back. Work quickly and accurately. If you make a mistake, do not stop to correct it. You will have 5 minutes after the signal to begin is given.

PART I - STRAIGHT-COPY TYPING

Chess is one of the oldest games known to man. It is so old that no one really knows when or where the game was first played. Some chess experts think that it was developed in India about four thousand years ago. Others contend that the game originated in the Near East. Historians do agree on one thing, however, and that is that chess was played by the ancient Romans. There is no doubt that Julius Caesar knew how to play the game.

Chess is still a favorite game today, and it is played throughout the world. Many countries have chess clubs and societies that sponsor tournaments and other activities for their members. There is even a world championship held every year. Chess is very popular in Russia, and for many years a Russian was the world champion. The United States has also had its world champions.

One of the chief reasons why chess has been so popular is that its rules and methods resemble warfare. In ancient times, as well as today, army officers were encouraged to play chess as a means of sharpening their battle skills. For the civilian, chess provides a chance to be a soldier without going into actual combat.

It is easy to see why chess can be thought of as a kind of war game. The game is played on a board like a checkerboard. Each player has sixteen men and is a sort of general in command of his own little army. The great complexity of the game and the need

* Turn paper over and continue

for careful planning arise from the fact that there are six different kinds of pieces: king, queen, two each of rooks, knights, and bishops, and eight pawns. Each different kind of piece has its own particular way of moving on the board. Therefore, in becoming a skillful player, one must learn not only what each piece can do, but also how to utilize it to best advantage in combination with other pieces.

The queen is the most powerful of all the pieces. She is able to move any number of spaces in almost any direction. The least powerful pieces are the pawns, which are able to advance only a single space on each move except the first. On their first move they can advance two spaces. The other pieces have still other moves. The good player uses his pieces to best effect by moving them on the board so that their full power can be realized.

The object of the game is to checkmate the enemy king. Checkmate occurs when the king is trapped in such a position that it could be captured on the next move, and there is no way of avoiding the capture. Once this occurs, the game is over, for the king is never actually captured.

TYPING ACHIEVEMENT TEST

Part 2 - Invoice Typing

Directions for Part 2

For this part of the test, assume that you are working as a typist for Richard Davis & Associates. You have four different invoices to type, for orders that will be shipped during the day. The data for these invoices are given below and you have been provided with a sheet of invoice forms.

Type your name and section number in the space provided. Make the appropriate MARGIN AND TAB SETTINGS for the first invoice. These settings will be the same for all four of the invoices. Use TODAY'S DATE for each invoice. Type each invoice in exactly the same form as the handwritten invoice below. When you finish one invoice, go on to the next one. You may not be able to finish all four in the time allowed. Follow the directions for each invoice carefully.

INVOICE 1

RICHARD DAVIS & ASSOCIATES

710 North 20 Street, Toronto, Canada

TO: K. Peter James Company
3930 Roxanne Avenue
Winnipeg, Manitoba

DATE: [TODAY'S]

VIA: Overland Hauling Co.

Quantity	Description	Unit Price	Amount
2	Brown tight-back sofas	250 00	500.00
6	Maple diningroom chairs	47 00	282.00
12	3-foot coffee tables	45 00	540.00
2	Table lamps	44.00	88.00
	Total		1,410.00

INVOICE 2

Your company has received an order from the Robert Lowenstein Company, at 432 East Tenth Street, in Halifax, Nova Scotia. The shipment will be sent via Canadian Freightways, Ltd., This order is for:

4 Antique-white table lamps at $69.50 each, for $278.00
2 Green armchairs at $99.00 each, for $198.00
1 Round oiled rosewood coffee table at $83.00 each, for $83.00
3 Convertible chesterfields at $211.00 each, for $633.00

The total of the bill comes to $1,192.00.

INVOICE 3

Another order is from Crain-Sandler Associates, Inc., at 4280 Meadow Lane in Edmonton, Alberta. Shipment will be made via Highway Express. The order is for:

2 Oval teak dining tables at $159.95 each, for $319.90
4 Teak diningroom chairs at $57.00 each, for $228.00
2 Ladderback chairs, black, at $39.80 each, for $79.60
8 Spice racks at $6.50 each, for $52.00

The total for this order comes to $679.50.

INVOICE 4

The last order for the day is from The Christopher Tavener Company, at 394 Dayton Avenue, Windsor, Ontario. The order will be sent via Rapid Transport Co. This order is for:

2 Blue chesterfields at $209.50 each, for $419.00
2 Type L standing lamps at $49.00 each, for $98.00
4 9x12 traditional floral pattern rugs, with rubber backing, at $134.00 each, for $536.00
3 Black and green wing armchairs at $84.30 each, for $252.90

The total amount of the bill is $1,305.90.

INVOICE 1

RICHARD DAVIS & ASSOCIATES

710 North 20 Street, Toronto, Canada

TO:

DATE:

VIA:

Quantity	Description	Unit Price	Amount

INVOICE 2

RICHARD DAVIS & ASSOCIATES

710 North 20 Street, Toronto, Canada

TO:

DATE:

VIA:

Quantity	Description	Unit Price	Amount

INVOICE 3

RICHARD DAVIS & ASSOCIATES

710 North 20 Street, Toronto, Canada

TO:

DATE:

VIA:

Quantity	Description	Unit Price	Amount

INVOICE 4

RICHARD DAVIS & ASSOCIATES

710 North 20 Street, Toronto, Canada

TO:

DATE:

VIA:

Quantity	Description	Unit Price	Amount

TYPING ACHIEVEMENT TEST

Part 3 - Tabulation Typing

Directions for Part 3

For this part of the test, you are to type four tables--or as many as you can in the time allowed. Type the first two tables on the front of your paper and the second two on the back. The tables to be typed are given below. You will have 10 minutes for the tables.

Insert a piece of paper and type across the top "Tabulation Test Paper", your name and your section number. After doing so, do not touch your machine until the signal to begin Part 3 is given.

The bodies of the tables should be single spaced.

Problem 1: Clear the previous tab stops, and set the appropriate margin and tab stops for Problem 1. Begin the first problem 10 lines below the line on which you typed your name.

Problem 2: As soon as you finish Problem 1, advance the paper 12 blank lines. Clear the previous tab stops, set the appropriate margin and tab stops for Problem 2, and start typing it.

Problem 3: When you finish Problem 2, turn your paper over in the machine. (You will type Problems 3 and 4 on the back of the first two problems.) Clear the previous tab stops and set your machine for Problem 3. Advance to line 13 and begin typing Problem 3.

Problem 4: As soon as you finish Problem 3, advance the paper 12 blank lines and begin Problem 4.

PROBLEM 1

UNITED STATES COFFEE IMPORTS

Origin	Millions of Pounds	Value in Millions
Brazil	714.8	$209.6
Ethiopia	93.3	28.5
Salvador	75.4	26.5
Ecuador	14.6	4.0
Liberia	5.3	1.1
Bolivia	1.2	.3

PROBLEM 2

VEGETABLE CROP ACREAGE

In Thousands of Acres

Crop	Previous Year	Present Year
Asparagus	166.7	158.9
Broccoli	40.0	42.0
Garlic	3.2	5.7
Peas	357.8	351.2
Peppers	43.6	41.8
Shallots	3.9	2.9

PROBLEM 3

H. B. WILLIAMS COMPANY

Accounts Overdue

Account Number	Name	Balance Due
438	Katherine Jamison	$ 84.79
36807	Ruth McDonald	6.34
692	Claude Perrier	31.75
5184	Miriam Rosen	23.90
7175	Alfred Spano	105.62
20913	James Wolters	67.24

PROBLEM 4

POPULATION OF CAPITAL CITIES
OF SELECTED STATES

(Federal Census Figures)

State	Capital City	Population (in thousands)
Georgia	Atlanta	487.4
Michigan	Lansing	113.1
Nevada	Carson City	5.2
Oregon	Salem	49.1
South Carolina	Columbia	97.4
Wisconsin	Madison	126.7

TYPING ACHIEVEMENT TEST

Part 4 - Handwritten Manuscript Copy

Directions for Part 4

For this part of the test, you are to type the following two handwritten letters--or as much as you can in the time allowed. Type one letter on each side of your paper.

Insert a piece of paper and type across the top "Handwritten Copy Test Paper", your name and your section number. After doing so, do not touch your machine until the signal to begin Part 4 is given.

The letters should be typed in Semiblocked style with standard punctuation, the current date and your identifying initials. You should situate the letter on the paper so it is balanced.

I.

Mr. Joseph Cameron, 508 Crawford Street, Toronto 4, Ontario
Dear Mr. Cameron: I am returning herewith forms, returned to you by the Department of National Revenue, which you recently forwarded to us. ¶ The item notated on the Revenue Department form states that dates of payment are not shown on your receipt. However, this is not the case and they are shown, explicitly and clearly, in column one. I would suggest that these items be returned to the Department of National Revenue. I have made a notation on the receipt, which should be satisfactory. ¶ I trust this will rectify the situation. Yours very truly, R. R. Bolton, Executive Assistant Initials Encls. 4

II.

Beltona Limited, 21 Tenman Drive, Weston, Ontario.
Gentlemen: Re: Purchase Order 2-020 On
checking the paper supplies recently forwarded
to us, we find that looseleaf paper in lots of
100 sheets, which was being used in a dispenser,
was too bulky. As a result, we now submit
the above order and would appreciate
receiving it as soon as possible. ¶ We believe
that we shall be able to use the other
looseleaf paper, if not, we shall approach
you as to the possibility of returning it
prepaid for credit to our account. ¶ Any
discount you can allows us on the subject
order, in view of the major paper order that
was forwarded to you, would be appreciated.
Yours truly, H. G. Buckman, Payroll Department.
Initials Encl cc Ms. Diane Williams, Secretary.

TYPING ACHIEVEMENT TEST

Part 5 - Revised Manuscript Typing

Directions for Part 5

For this part of the test, you are to type two revised manuscript drafts making all the indicated corrections. You should type one on each side of the paper.

Insert a piece of paper and type across the top "Revised Manuscript Test Paper", your name and your section number. Set the MARGINS for a 60-space line, set one TAB STOP for a 5-space paragraph indentation and one TAB STOP at the center and set the spacing for SINGLE-SPACED copy. Be sure to use the appropriate spacing above subheadings.

Begin the manuscript 10 lines below the line on which you typed your name. Pay attention to the proper display of the heading and subheadings. When you are finished with the manuscript, turn the paper over and type a revised copy of the memorandum.

If there are any revision marks you do not know, use your judgment in figuring out what they mean. Do not spend too much time on an unfamiliar mark, but go on with your typing.

EFFECTIVENESS OF TV ADVERTISING (OUR NEWS-SPOT)

Reported By Ethel Carlson

Five hundred housewives in the Newdale residential district were interviewed at random as they shopped and selected articles in the housewares departments of nine department stores. The interviews were conducted last Monday, following seven days of news-spot advertising on our local TV stations ~~WNEW and WNBC~~.

RESULTS OF THE INTERVIEWS

Each time an advertised product was purchased, the interviewers talked to the housewife. It was found that three out of every four of the women purchased at least one of the products because they had seen its advertisement. A sixth of the women purchased the articles because their friends had told them what a good bargain they, themselves, had received. Only one in a score actually needed the article or simply saw it and wanted it. (The interviewers labeled the ~~last class~~ as compulsive buyers).

CONCLUSIONS

From the statistics (see the details attached) gathered in the interviews, it is concluded that the news-spot TV advertising successfully promoted sales. It was concluded further that the housewives do most of the shopping for the home and, therefore, the TV advertising message should appeal to the interest of women as homemakers.

Prepare a corrected copy of this memorandum.

Double-space and indent all ¶'s

all caps

PC

MEMORANDUM 6

TO: All Staff Members FROM: Harold W. Dugan 18

SUBJECT: Staff Changes DATE: ~~June~~ November 19, ~~1969~~ 20 29

William D. Harrison is appointed North Central (Dist. Mgr.) for the 43

College Division, effective June 15. He replaces J. George 56

Edwards, whose promotion to Regional Manager was announced earlier 69

this year as manager in the Niles office. 78

~~William~~ Bill comes to us with unusual qualifications and experience. 92

After graduation from the University of Iowa, he joined Wheeler (Pub.) 108

(Co.) in 1958 as field representative in Nebraska, later moved to (Wisc.) 121

and in 1964 was promoted to District Manager. In 1968 he left 136

Wheeler to become Vice-President of ~~act~~ Acc Publishing Company of Iowa. 150

This appointment is made on the recommendation of George Edwards, 165

Midcontinent Regional Manager, to whom Bill will report. 176

spell out

spell out

spell out

spell out

APPENDIX B

TYPING ACHIEVEMENT TEST

Form 2

Form 2

TYPING ACHIEVEMENT TEST

Part I - Straight-Copy Typing

Directions for Warm-up Practice

Adjust your machine as follows: SET MARGIN STOPS for a 60-space line (for elite typewriters set the margins at 20 and 85). SET ONE TAB STOP for a 5-space paragraph indentation. SET THE SPACING at single. TYPE the following three practice lines two or three times, or until you are told to stop.

I am to go to work for the audit firm by the eighth of May.
The very next question emphasized the growing lack of jobs.
If you add 10, 28, 39, 47, and 56, the total should be 180.

Directions for Part I

This part of the test calls for typing for 5 minutes the straight-copy that accompanies this page.

Insert in your typewriter a sheet of paper and type across the top "Straight-Copy Test Paper", your name and your section number. Advance the paper so that you will start typing about 1-1/2 inches from the top and indent for the first paragraph.

Change your spacing from single to double. Make sure that your margin stops are set for a 60-space line, and that a tab stop is set for a 5-space paragraph indentation.

When you are told to begin, copy the material provided. Listen for the signal bell of your machine; you will not be able to copy line for line. Indent each paragraph 5 spaces. Do as much of the passage as you can within the time allowed. If you reach the asterisk (*) in the printed copy before time is up, turn your paper over and continue typing on the back. Work quickly and accurately. If you make a mistake, do not stop to correct it. You will have 5 minutes after the signal to begin is given.

Form 2

Part 1. Straight-Copy Typing

Of all the arts of Japan that have gained acceptance in the Western world, the art of the woodcut print is one of the most popular. Among the first to notice the beauty and design of this art form were some painters in Paris in the latter part of the nineteenth century. Many French painters studied the wood prints that were brought back from Japan and even copied some of the principles of their design. In the posters of these French painters, the influence of Japanese design was clearly evident.

Although Western artists saw great beauty in this Japanese art form, the Japanese themselves did not think of these prints as a truly fine art. For them this form was only a poster art, commercial and not serious. The cultured Japanese preferred paintings in ink on silk and fine rice paper to the crude woodcuts. As a result, the most frequent use of these prints by the Japanese was for patching the walls of their paper houses.

Most of the woodcuts were made as advertising posters for the theater. Just as posters appear in our newspapers and on billboards to announce a new play, so the prints appeared on Japanese bulletin boards to tell of the plays that were scheduled for the coming days. Of course it was the custom to picture the best actors on these posters. Fans of the Japanese drama used to collect prints of their favorite actors, just as boys in this country collect pictures of their favorite baseball heroes.

* TURN PAPER OVER AND CONTINUE

Since the Japanese did not think of the prints as fine art, they did not put them in museums or protect them in any way. As a result, many fine works were lost or destroyed. The only people concerned with collecting these prints as works of art were artists and collectors from Europe and the United States. These people were able to buy the prints for very little money. In fact, the Japanese could not understand why anyone would want the prints. Therefore, many of the best examples of the art left Japan to hang on foreign walls.

Later, of course, the Japanese began to learn the value of the prints. When that happened, the prices went up and the prints became harder to buy. Even so, most of the best prints were allowed to leave the country. Today, though the Japanese print is among the most valued of art forms, Japan does not have a truly good collection of old masters of this fine art.

Since the Japanese have at last learned the real value of the prints, however, the work of their modern print makers is more highly regarded.

Form 2

TYPING ACHIEVEMENT TEST

Part 2 - Invoice Typing

Directions for Part 2

For this part of the test, assume that you are working as a typist for Richard Davis & Associates. You have four different invoices to type, for orders that will be shipped during the day. The data for these invoices are given below and you have been provided with a sheet of invoice forms.

Type your name and section number in the space provided. Make the appropriate MARGIN AND TAB SETTINGS for the first invoice. These settings will be the same for all four of the invoices. Use TODAY'S DATE for each invoice. Type each invoice in exactly the same form as the handwritten invoice below. When you finish one invoice, go on to the next one. You may not be able to finish all four in the time allowed. Follow the directions for each invoice carefully.

INVOICE 1

RICHARD DAVIS & ASSOCIATES

710 North 20 Street, Toronto, Ontario

TO:

DATE: [TODAY'S]

VIA: Canada Express

Quantity	Description	Unit Price	Amount
5	Swivel desk chairs	$34.10	195.50
6	Desk chair pads	4.95	29.70
3	Blotter sets	12.00	36.00
	Total		261.20

Form 2

INVOICE 2

Your company has received an order from the David Johnson Testing Company, at 36 Wendover Road, in Calgary, Alberta. The shipment will be sent via Grandview Trucking Co. The order is for:

8 Steel file cabinets, with locks, at $75.00 each, for $600.00
5 Plastic-top office desks at $130.00 each, for $650.00
5 Swivel desk chairs at $45.00 each, for $225.00
3 Typewriter tables at $39.00 each, for $117.00

The total of the bill comes to $1,592.00.

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Form 2

INVOICE 1

RICHARD DAVIS & ASSOCIATES

710 North 20 Street, Toronto, Canada

TO: DATE:

VIA:

Quantity	Description	Unit Price	Amount

INVOICE 2

RICHARD DAVIS & ASSOCIATES

710 North 20 Street, Toronto, Canada

TO: DATE:

VIA:

Quantity	Description	Unit Price	Amount

Form 2

INVOICE 3

RICHARD DAVIS & ASSOCIATES

710 North 20 Street, Toronto, Canada

TO: DATE:

VIA:

Quantity	Description	Unit Price	Amount

INVOICE 4

RICHARD DAVIS & ASSOCIATES

710 North 20 Street, Toronto, Canada

TO: DATE:

VIA:

Quantity	Description	Unit Price	Amount

Form 2

TYPING ACHIEVEMENT TEST

Part 3 - Tabulation Typing

Directions for Part 3

For this part of the test, you are to type four tables--or as many as you can in the time allowed. Type the first two tables on the front of your paper and the second two on the back. The tables to be typed are given below. You will have 10 minutes for the tables.

Insert a piece of paper and type across the top "Tabulation Test Paper", your name and your section number. After doing so, do not touch your machine until the signal to begin Part 3 is given.

The bodies of the tables should be single spaced.

Problem 1: Clear the previous tab stops, and set the appropriate margin and tab stops for Problem 1. Begin the first problem 10 lines below the line on which you typed your name.

Problem 2: As soon as you finish Problem 1, advance the paper 12 blank lines. Clear the previous tab stops, set the appropriate margin and tab stops for Problem 2, and start typing it.

Problem 3: When you finish Problem 2, turn your paper over in the machine. (You will type Problems 3 and 4 on the back of the first two problems.) Clear the previous tab stops and set your machine for Problem 3. Advance to line 13 and begin typing Problem 3.

Problem 4: As soon as you finish Problem 3, advance the paper 12 blank lines and begin Problem 4.

PROBLEM 1

UNITED STATES COFFEE IMPORTS

Origin	Millions of Pounds	Value in Millions
Colombia	307.4	$ 128.5
Angola	95.5	20.4
Mexico	69.6	23.7
Indonesia	41.3	8.5
Trinidad	4.3	1.1
Panama	2.1	.6

PROBLEM 2

VEGETABLE CROP ACREAGE

In Thousands of Acres

Crop	Previous Year	Present Year
Cabbage	128.8	134.5
Carrots	65.5	70.4
Eggplant	5.0	4.8
Lettuce	219.7	231.4
Spinach	63.0	62.3
Squash	9.3	9.7

PROBLEM 3

H. B. WILLIAMS COMPANY

Accounts Overdue

Account Number	Name	Balance Due
649	Peter Jeffries	$ 30.75
28135	Joanne Klein	8.94
753	Bernard Mandville	12.67
6980	Kate McGregor	34.96
7134	Erik Nielsen	106.21
28527	Carol Nutting	74.30

PROBLEM 4

POPULATION OF CAPITAL CITIES
OF SELECTED STATES

(Federal Census Figures)

State	Capital City	Population (in thousands)
Delaware	Dover	7.2
Illinois	Springfield	83.3
Iowa	Des Moines	209.0
Nebraska	Lincoln	128.5
North Dakota	Bismarck	30.6
Tennessee	Nashville	170.9

TYPING ACHIEVEMENT TEST

Part 4 - Handwritten Manuscript Copy

Directions for Part 4

For this part of the test, you are to type the following two handwritten letters--or as much as you can in the time allowed. Type one letter on each side of your paper.

Insert a piece of paper and type across the top "Handwritten Copy Test Paper", your name and your section number. After doing so, do not touch your machine until the signal to begin Part 4 is given.

The letters should be typed in Semiblocked style with standard punctuation, the current date and your identifying initials. You should situate the letter on the paper so it is balanced.

I.

Atlas Lumber Company, Inc., 400 Matheson Strut, Ottawa, Ontario. Attention: Mr. T. Bronson Dear Sid: Re: Our 5924 Your 4678 CN 476405 Please find enclosed a copy of a notification from the Baltimore and Ohio Railroad showing that they will be refunding the amount of $60.57 to your customer as a result of an overcharge on freight rate. ¶ We would appreciate it if you would follow this up with your customer, and send us a cheque at your earliest convenience so that we may close this file. ¶ Thank you for your co-operation in this matter. Yours very truly, Northern Timber Limited, D. W. Sampson, Assistant Sales Manager
Initials Encl.

Form 2

II.

Harris & Callan, 214 - 215 Public Utilities Building, Sarina, Ontario. Gentlemen: Re: THE ESTATE OF MICHAEL TOWNSEND This is to advise that we have an outstanding account against the above estate in the amount of $ 55.00. This account is for services rendered in July of 19__ to the late Mr. Townsend and should, I believe, be the responsibility of the Ontario Hospital Services Insurance Plan. We have been corresponding for some time with OHSIP concerning this account, but to date have not received a satisfactory reply. ¶ I am writing to OHSIP again in an endeavour to have this account paid and shall let you know further of developments. ¶ I trust this is satisfactory. Yours very truly, K. R. Bolton, Executive Assistant Initials

TYPING ACHIEVEMENT TEST

Part 5 - Revised Manuscript Typing

Directions for Part 5

For this part of the test, you are to type two revised manuscript drafts making all the indicated corrections. You should type one on each side of the paper.

Insert a piece of paper and type across the top "Revised Manuscript Test Paper", your name and your section number. Set the MARGINS for a 60-space line, set one TAB STOP for a 5-space paragraph indentation and one TAB STOP at the center and set the spacing for SINGLE-SPACED copy. Be sure to use the appropriate spacing above subheadings.

Begin the manuscript 10 lines below the line on which you typed your name. Pay attention to the proper display of the heading and subheadings. When you are finished with the manuscript, turn the paper over and type a revised copy of the memorandum.

If there are any revision marks you do not know, use your judgment in figuring out what they mean. Do not spend too much time on an unfamiliar mark, but go on with your typing.

>CEMENT ~~VERSUS~~ TILE FLOOR COVERING<

by Albert ~~Leonard~~ Maxfield

Since most of the products processed in this company are prepared by employees who must stand all day ~~8 hours~~, the subject of floor covering has gained much interest not only with executives but also with employees. The Research Department has, therefore, made a study of floor coverings and ascertained the facts below.

Findings

Cement floors, by the nature of the substance, are hard and unyielding. Employees who work in areas where the floors are cement complain of leg aches, fallen arches, and recurring fatigue. Rubber-soled shoes delay the effects of cement floors for a short period of time, but employees who spend any length of time with the company invariably develop these maladies.

Tile or linoleum floors, on the other hand, have a padding of cork between the cement and the covering to cushion the weight of the individual.

Recently, the writer conducted an experiment with a control group and an experimental group of employees. The control group worked on a cement floor while the experimental group worked on a tile floor. The experiment lasted for six months, at the end of which time the "tile group" had no fatigue symptoms, whereas the "cement group" evinced all the ~~typical~~ hard-floor symptoms.

12 25 37 50 61 64 66 78 90 103 115 127 139 140 153 163 169 181 194 206 218 230 242 245

Type a revised copy of this memorandum.

PC

To: The Staff; From: Claude G. Henderson; Subject: telephone 14
etiquette. 16

Every time you answer the telephone in your office, you have a 30
chance to do a public relations job for our company. As far as the 44
person on the other end is concerned, you are the company. Your 58
voice is the company's voice; your attitude is the company's attitude. 72
It is often the first contact (and sometimes the only contact) that 86
people have with us. If you are courteous, considerate, and interested, 101
the caller will be too. 106
During the past few weeks, I have received a number of complaints 120
about our telephone service. Since the number is now increasing, I am 134
taking this time to pass on a few helpful hints on telephone etiquette. 149
Read the attached list and then rate yourself. If your telephone 163
manner is perfect--congratulations. If it isn't, why not try to im- 176
prove? Of course, it will ~~be~~ mean a great deal to us, ~~but it will mean~~ 187
~~a great deal to us~~ but it will mean even more to you. 195